

SPANISH COURSE DESCRIPTIONS

1 Elementary Spanish I (5) UC:CSU (C-ID SPAN 100)

LECTURE, 5 HOURS.

This introductory course explores basic grammar and communication through listening, reading, speaking, and writing. It emphasizes clear pronunciation, vocabulary building, the study of grammatical patterns and expressions, and idiomatic usages that prepare students to function within the contexts relevant to everyday life. Culture and geography are also integrated through readings, and supported and enhanced by multimedia. This class is not designed for those students who grew up speaking Spanish. Those students should enroll in Spanish 35.

2 Elementary Spanish II (5) UC:CSU IGETC Area 6A (C-ID SPAN 110)

Prerequisite: Spanish 1 .

Note: Credit given for only one of Spanish 2 or Spanish 35 .

LECTURE, 5 HOURS.

This course continues the introduction of the fundamentals of Spanish grammar, emphasizing communication of basic topics such as travel, housing, the extended family, health, shopping, and technology. The course stresses oral and written communication in the past, present, and future tenses and introduces basic compound tenses. Further studies on the cultural heritage of Latin America and Spain enrich students' understanding of the language.

3 Intermediate Spanish I (5) UC:CSU IGETC Area 3B, 6A (C-ID SPAN 200)

Prerequisite: Spanish 2 .

Note: Credit given for only one of Spanish 3 or Spanish 36 .

LECTURE, 5 HOURS.

This intermediate course reviews the simple tenses, including the present, past, and future, and also introduces in detail the subjunctive mood. Students develop skills in reading and writing in Spanish through work with journalistic articles, short stories and short films. This class also emphasizes the cultural heritage of Latin America and Spain.

4 Intermediate Spanish II (5) UC:CSU IGETC Area 3B, 6A (C-ID SPAN 210)

Prerequisite: Spanish 3 .

LECTURE, 5 HOURS.

This course explores oral and written expression through advanced grammar, focusing on the compound tenses in both indicative and subjunctive moods. A high emphasis is placed on reading and writing descriptive and narrative compositions while short stories, films, and journalistic articles serve to explore the cultural heritage of Latin America and Spain.

5 Advanced Spanish I (5) UC:CSU IGETC Area 3B, 6A

Prerequisite: Spanish 4 or 37 .

LECTURE, 5 HOURS.

This course is designed to help students develop the skills to interpret literary works from different genres, focusing on prose, poetry, and drama. Students analyze, interpret, and respond critically to literary works while they explore the formal elements that enrich the reading and writing experience. Works written in Spanish from Latin America, Spain, and the U.S. are included.

6 Advanced Spanish II (5) UC:CSU IGETC Area 3B, 6A

Prerequisite: Spanish 5 .

LECTURE, 5 HOURS.

This course introduces student to the four literary genres--poetry, prose, drama, essay--written in Spain and Latin America during different historical periods. Analysis of these texts will include how to identify literary devices and understand their purpose in conveying meaning. All literary works are analyzed within their historical framework. This course is conducted in Spanish.

7 Conversational Spanish (3) UC:CSU

Prerequisite: Spanish 2 .

LECTURE, 3 HOURS.

This course is designed for students who have taken introductory language courses in Spanish and would like to develop their oral skills while exploring topics such as everyday life and routines, shopping, running errands, traveling, sports, family relations and celebrations, medical conditions, and education.

9 Civilization of Spain (3) UC:CSU IGETC Area 3B LECTURE, 3 HOURS.

This course introduces the student to the origins and evolution of Spanish civilization. It will emphasize Spain's cultural history including the visual arts, literature, architecture, and music.

10 Latin-American Civilization (3) UC:CSU IGETC Area 3B LECTURE, 3 HOURS.

This course introduces students to the civilizations that have shaped Latin America. It explores how Amerindian European, and African societies contributed to the political, economic, and social development in the region as well as to the diverse cultural expressions of its people.

12 Survey of Mexican Literature (3) UC:CSU IGETC Area 3B LECTURE, 3 HOURS.

The course introduces students to variety of literary genres written in Mexico from different historical periods. General themes may include, but are not limited to: representation of indigenous identities, the Spanish conquest, gender representation, nation-building, the Revolution of 1910, the drug trade, modernization and globalization.

16 Mexican Civilization (3) UC:CSU IGETC Area 3B LECTURE, 3 HOURS.

The course explores the civilizations that have historically contributed to Mexico's economic, political, and social development. It further emphasizes the literature, music, art, and gastronomy that have shaped Mexico's cultural identity.

18 Conversational Spanish for Hospitality and Food Service Workers (3) CSU

LECTURE, 3 HOURS.

This course emphasizes oral communication for hospitality and food service personnel through vocabulary building, accurate pronunciation, and use of phrases and idiomatic expressions needed for daily communication.

19 Conversational Spanish for Public Safety Personnel (3) CSU

LECTURE, 3 HOURS.

This course emphasizes vocabulary-building, pronunciation, and an awareness of the linguistic variations of the Spanish-speaking communities in the Los Angeles area that enables public safety personnel to communicate effectively with these communities.

24 Spanish for Medical Personnel (3) CSU LECTURE, 3 HOURS.

This course emphasizes oral communication for medical personnel through vocabulary-building exercises, useful phrases and expressions. Minor grammar structures are covered for the most common contexts in the medical field.

26 Understanding Latin America Through Film (3) UC:CSU IGETC Area 3B LECTURE, 3 HOURS.

In this course, students explore the prolific output of feature and documentary films that emphasize social themes, particularly social justice and political conflict in Latin America. Discussion centers on how various Latin American countries express their resistance to and engagement with repressive social and political practices that often seek to stifle the voice of marginalized groups. The course is conducted in English. Films are subtitled in English.

27 Cultural Awareness Through Advanced Conversation (3) UC:CSU

Prerequisite: Spanish 35 .

LECTURE, 3 HOURS.

This course is designed to improve oral, formal Spanish through class discussion, debates, and oral presentations for those students who have some degree of proficiency in Spanish or are heritage speakers. Through the use of a variety of texts, including short stories, newspapers and magazines, essays, and specialized Web pages, students explore contemporary cultural topics in their political, economic, and social context, while addressing the structural and lexical differences between formal and informal Spanish. The course also promotes a greater awareness of the Spanish language in its historical, political, and social context. Included in the course are guest speakers, and/or community service projects.

35 Spanish for Spanish Speakers I (5) UC:CSU IGETC Area 6A

LECTURE, 5 HOURS.

Note: Credit given for only one of Spanish 2 or Spanish 35 .

This accelerated course is designed for students who have grown up speaking Spanish but have not formally studied it in an academic environment. It will stress the formal aspects of the language, including acquisition of vocabulary, spelling, and accent rules, and grammar, focusing on the present, past, and future tenses, and the present subjunctive. A high emphasis is placed on reading and writing. Students receive credit for either Spanish 2 or Spanish 35, but not both.

36 Spanish for Spanish Speakers II (5) UC:CSU IGETC Area 3B, 6A (C-ID SPAN 220)

Prerequisite: Spanish 35 .

LECTURE, 5 HOURS.

Note: Credit given for only one of Spanish 3 or Spanish 36 .

This course is the second part of a sequence of two designed for students who are native speakers of Spanish but have had little or no academic preparation in standard Spanish. The course focuses on complex grammar, emphasizing the subjunctive mood and the compound tenses. A high emphasis is placed on reading and writing, including the use of written accents, spelling, and those areas of grammar with a high degree of English interference. Students also study the diverse cultures of the Spanish-speaking world. Students receive credit for Spanish 36 or Spanish 3 but not both.

37 Composition and Conversation for Spanish Speakers (5) CSU IGETC Area 3B, 6A (C-ID SPAN 230)

Prerequisite: Spanish 36 .

LECTURE, 5 HOURS.

This course develops proficiency in writing and presentational modes of communication, through more complex forms of expression, including advanced grammar and formal structures of communication. Thematically, the course explores topics common to the literary and cultural production of the US Latino population. The course familiarizes students with authentic texts written in different styles to provide a platform from which to practice the presentational mode and various rhetorical modes of writing, such as description, narration, exposition, and argumentation. Final projects consist of a research paper and a formal presentation.

48 Introduction to Spanish Translation I (3) CSU

Prerequisite: Spanish 3 or Spanish 36 .

LECTURE, 3 HOURS.

This course provides an introduction to basic translation theory with emphasis on advanced Spanish grammar, vocabulary, and idiomatic expressions. The focus is on English-to-Spanish translation of documents related to public services and community activities, as well as consumer-oriented texts such as commercial advertisements. Recommended for students whose career options require bilingual skills.

61 Elementary Spanish Conversation (2) CSU**LECTURE, 2 HOURS.**

This course is designed to introduce the student to high-frequency expressions and practical Spanish vocabulary in a conversational setting. Themes discussed in class vary to meet the needs of particular populations, such as teachers, teachers' aides, tourists, and students seeking to function in Spanish-speaking cultures.